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ABSTRACT

The development and implementation of an evaluation plan for a district's program for the gifted is examined. The school system in question applied for state funding to develop appropriate instrumentation and implement such a plan. Its uniqueness was in its attempt to secure funds for developing an evaluation for a given program. Because the project called for test development, program evaluation, and curriculum evaluation and validation, specialists in these areas were included on the multi- disciplinary evaluation team along with faculty members from the Evaluation Research Center and Foundations of Education Department and graduate students. After examining the program proposal, objectives, and curriculum documents, descriptions of the existing program for the gifted and the evolving program for students gifted in the fine and performing arts were developed. The 3-year project proposal called for development and implementation of an evaluation design, development of assessment instruments, and development of a plan for reporting student achievement. The team approach to evaluation resulted in bringing about the anticipated positive results. Various benefits accruing to the university, school system, and the state department are identified. Components of the project are detailed in the appendices. (Author/GK)

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Evaluating a Local Gifted Program: a LEA/University Cooperative Effort

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Running Head: Evaluating a Gifted Program

Paper presented at the annual meeting of American Educational Research Association, Boston, Massachussetts, April, 1980.

Evaluating a Local Gifted Program: a LEA/University Cooperative Effort

One of the laments heard from practitioners in the field of education is the inability of ivory-tower academics to communicate and work with them on solutions to immediate real-life problems. In turn, academicians question the impact of their research and evaluation efforts on school problems (Kerlinger, 1977). In particular, the field of evaluation has often been criticized for not providing relevant, useful information to program decision makers. (Cox, 1977). In spite of the introduction of the concept of formative evaluation and the expanded efforts to involve evaluators in program descriptions (such as the Discrepancy Evaluation Model prescribes), many evaluation efforts are still perceived as mandatory, perfunctory means of satisfying a federal grant requirement or a school board's accountability demands.

Evaluation, furthermore, is often perceived as a judgemental process and a threat to programs rather than as an aid to program improvement. It is, therefore, unusual to see an already existing, locally funded program actively seek funds for evaluation efforts. One of the unique characteristics of the current project is the commitment to evaluation by the program under scrutiny. The school system in question, realizing its own financial and professional limitations in carrying out program evaluation, applied for state funding specifically to develop appropriate instrumentation and to develop and implement a complete evaluation plan. Although the Title IV-C grant also included funds for the development of a fine arts program as an expansion of the existing program for the intellectually gifted, the primary

focus of the project was the development and implementation of an evaluation plan for the district's program for the gifted. The uniqueness, of course, lies in an attempt to secure funds to develop an evaluation for a given program rather than attempts to fund programs and then attach an evaluation component.

Background

Evaluations of gifted and talented programs have been criticized for (a) over-reliance on attitudinal data for assessing program worth, (b) use of inappropriate (invalid) tests for assessing student achievement, and (c) lack of careful documentation and evaluation of the actual curriculum implemented in a program.

One impetus for the original proposal was the above-mentioned lack of standardized instruments to assess the goals and objectives specified by the program (primarily in the areas of analysis, synthesis, and evaluation skills) for the grade levels involved in the program (5-8). Although the Ross Test of Higher Cognitive Processes (Ross and Ross, 1976) has been used to assess achievement, the ceiling was too low for students in the upper grade levels. The scope of skills assessed by Watson-Glaser Critical Thinking Appraisal (Watson & Glaser,1964) was considered too narrow, as were the Torrance Tests of Creative Thinking (Torrance, 1974). A second impetus for seeking funds was a desire to collect valid and reliable evaluation data, but a staff with expertise in evaluation or the funds to hire external evaluators was lacking.

Upon receipt of funding approval, the LEA sent out RFPs to a number of agencies. Our university looked upon this particular project as an

opportunity to put together a multi-disciplinary team to respond to the proposal.

Unique Features of the Evaluation Team

In the initial consideration of planning the evaluation, it became evident that this project would require expertise from a number of different specialty areas. It was apparent that the scope of the proposed project clearly would require the consideration of program evaluation specialists, measurement specialists, and content area specialists. As many evaluators have pointed out, the content area specialists and research/evaluation specialists each contribute more to effective research and evaluation efforts when working cooperatively than when working individually. Because the project called for test development, program evaluation, and curriculum evaluation as well as curriculum validation, it was determined that specialists in the areas of measurement, evaluation, curriculum and education of the gifted and talented should be included on the staff. The final evaluation team included one faculty member from the Evaluation Research Center, one faculty member from Foundations of Education (area of Gifted and Talented), and three graduate students drawn from the Department of Foundations and the Department of Research and Evaluation.

The Planning Grant

Initial funding for the program was a small planning grant awarded for Summer, 1979. The most immediate concerns of this grant were the development of a plan for evaluation and the drafting of a specific instrument to be used in assessing student achievement in the program for intellectually gifted students. Details of the test development effort will be presented

in another paper (Aylesworth, et al., 1980), but a brief description of the efforts are given here. First, the staff examined the program proposal, the stated goals and objectives of the program, and existing curriculum documents (primarily mimeographed activity sheets). Then the staff reviewed existing tests of the skills described, reviewed the taxonomy (Bloom, et al., 1956) and other existing instruments, and from these activities developed a list of the specific competencies to be assessed. (See Appendix A). An item generation phase followed. During this period, an attempt was made to generate both verbal and non-verbal items, and supply and selection items (as the objectives suggested). By early fall, a pool of items was available for pretesting.

A second task undertaken by the project staff was a description of the existing program for the intellectually gifted and a description of the evolving program for students gifted in the fine and performing arts. Using the conventions of the Discrepancy Evaluation Model, a program description was developed and presented to the project staff (See Appendix B). The development of this program description and discussion of the components with administrative officials and staff pointed to several program concerns which had not been identified earlier. The most significant observation was the lack of clearly identified project management responsibility. Although the administrative assistant to the superintendent had "legal" responsibility at the local level and was designated as the project director, the person most responsible for program development and administration was a teacher from the academic program. Specific proposals for modification of this administrative arrangement were made to the central administrative staff.

Finally, a proposal for a three-year project was drawn and submitted for approval.

The Proposal for Evaluation

The original project proposal called for the development and implementation of an evaluation design, the development of assessment instruments, and the development of a plan for reporting student achievement.

As a result of the work of project staff over the summer months, it was determined that the tasks of evaluation and program documentation would be of limited use without the additional process of curriculum documentation. Thus, additional components relating to the development of a curriculum framework were added to the proposed tasks of the team. A summary of proposed tasks to be carried on by the evaluation team are presented in Appendix C.

Documentation of Academic Curriculum Development

Work on curriculum development by the evaluation staff began with a review of the curriculum materials provided us by the local program staff. In this review the following problems were identified:

1. that the units appeared to lack any clear rationale for selecting activities;
2. that the activities were exceedingly brief and generally fairly simple considering the students in the program;
3. that there seemed to be no sequence to the activities--any one could have followed any other;
4. that there were no clear content or skill objectives stated or implied,
5. that the curriculum materials were not in a format conducive to communication to us or others.

Because of these problems the first meeting regarding the academic curriculum had these purposes:

1. to agree on a format that would communicate their curricular activities and objectives;
2. to identify specific program goals;
3. to identify their general organization for instruction within which the developed curriculum would fit;
4. to develop a rationale for selection of content;
5. to develop a rationale for selection of skills;
6. to point out the importance of sequence and a variety of ways it could be accomplished.

Toward these ends the evaluation staff:

1. constructed and reviewed the results of a questionnaire pertaining to familiarity and attitude toward certain basic curriculum concepts. Results suggested that the problems identified in the curriculum review were due to a lack of skills in implementing or communicating concepts rather than a lack of familiarity with them.
2. presented the program staff with some options available in planning for scope and sequence across the four grades of the program; from these options the program staff elected to develop 24 content units and use six per year so that all four grades would be using the same unit with no repetition of units for students across four years in the program;
3. presented an example of a curriculum documentation format based on one of their previous units which would identify the major elements of their units and activities; revisions were made on the format presented based on their suggestions (see Appendix D);

4. discussed program rationale, goals, and general organization for instruction with the program staff;
5. discussed criteria for assessing objectives, resources, and activities with the program staff.

Curricular materials sent to us following the initial meeting suggested that the only thing communicated was how to document activities. The following were considered to be the major problems facing us:

1. activities were connected to goals in only the loosest sense; objectives listed for activities were rarely curricular objectives;
2. activities selected were not sequenced in any manner that would allow for skill development;
3. activities were not of a type that would allow for multiple depth of inquiry as was necessitated by choice to use the same unit content for all students in the program;
4. activities were brief and well below the abilities of the majority of students in such a program.

The evaluation staff constructed a sample unit based on the guidelines developed at the initial meeting to point out a way that these problems could be overcome. Since we did not feel it was appropriate for us to write their curriculum, we chose a topic quite different from those they had selected. In a second meeting with the program staff,

1. the curriculum problems were identified
2. the sample unit was presented showing how these problems could be overcome
3. we worked with them to develop a unit on a topic they intended to use. In this we noted a great dependence on the resources of the program as

a source of simple activities. Accordingly we developed a unit to show how the resources of their program and community could be used as resources for activities more appropriate to the students in the program.

4. After presenting this sample unit we worked with them on their plans for future units.

Documentation of the Fine Arts Program

Efforts to work with the visual arts and dramatics programs on documenting their curriculum began with a review of such programs in the existing literature. Finding little to guide our process, we began to create a structure which seemed both efficient and effective in communicating and organizing the activities of these classes.

During the initial visit with the program staff, the following activities took place.

1. A discussion of the need for curriculum documentation for evaluation purposes was held.
2. The evaluation staff presented a structure for organizing goals, objectives, and activities into a curricular framework and a format for collecting information was agreed upon (See Appendix E).
3. The combined staffs discussed the appropriateness of the stated program goals.
4. Agreement was reached that the staff would forward activity cards or lesson plans as completed.

As only two activity cards were forwarded during the next two months, it was determined that alternative strategies for collecting the information were in order.

A second on-site visit produced the activity cards for the drama program and allowed for a beginning of the curriculum design process. The art program staff agreed to be more prompt in the future but another period of two months elapsed with no further documentation. As a result, it was proposed that slides and tapes of actual classroom activities be produced and forwarded to the evaluation team. That process has been the most effective means of eliciting the documentation sought by the evaluation staff.

Student Progress Reporting Forms

As a result of the interactions of the evaluation staff with the academic program, the art program, and the drama program, it was determined that a form should be developed which allowed for both the teacher evaluation and the student self-evaluation. A sample of these forms is provided in Appendix F.

Other Instruments

One other instrument is currently being piloted. "Something About Myself"--a measure of students' perception of self in regard to independence, responsibility, goal setting, personal competence, and sociability. Students will also be pre- and post-tested on the Piers-Harris (Piers and Harris, 1969) and appropriate questionnaires for measuring attitudes toward the program will be administered this spring.

Observations of the Team Approach to Evaluation

The team approach to evaluation (the team includes both evaluation and content specialists) has resulted in bringing about some of the anticipated positive results of lending a wide range of expert abilities to the tasks. However, it has also presented at least one unexpected issue. Early in the process of program description and review of the program's existing

curriculum, it became apparent to those persons working on the development of the curricular framework that the existing curriculum fell short of meeting generally accepted criteria for curriculum design. Therefore, persons on the team whose expertise fell in the area of curriculum or education of the gifted and talented were faced with a dilemma centering on the conflict between the evaluator role and the curriculum consultant role. Rather than interpreting this circumstance as a difficulty, we approached it as a plus for the team. Those persons with curriculum expertise intervened by providing consultation on improving the curriculum while allowing the others to maintain more of an objective posture toward the data being collected.

Benefits to the Agencies Involved

A joint effort such as the one described above should encourage symbiotic relationships rather than a parasitic feeding of one agency upon the other. To date we have been able to idenfity a number of benefits and/or potential benefits accruing to at least three agencies: (1) the university, (2) the school system, and (3) the state department as the funding source. We hope that other school divisions will stand to benefit from use of the instruments developed as part of the contract.

Benefits to the LEA

The major benefits to the school system which have accrued to date include the following:

1. Development of a program description and documentation of program functions and components. Through this process we were able to identify and confirm several areas where administrative functions and responsibility were unspecified and unclear to parties involved in the program.

Furthermore, we were able to make several recommendations relative to administrative structure early enough in the year for consideration in budget proposals and hiring for the coming year.

2. Clearer specification of program goals and objectives. Because the test development process requires considerable delineation to the skills to be assessed, the program staff and evaluation staff were required to carefully review statements of curricular goals as well as specific objectives.
3. Documentation of existing curriculum. Through the development of a mutually agreed upon format for recording information relative to the day-to-day activities of the program (both academic and fine arts) we have been able to collect and organize the existing activities. We hope that these efforts will provide for greater "transportability" of the program. So often experimental programs only exist in action and it is difficult to disseminate more than the administrative procedures. In this case, there will also be a complete description of the curriculum for the purposes of both dissemination and future program use.
4. Consultation on curriculum development and implementation. Because our staff included persons whose fields of expertise included curriculum theory and practice as well as education of the gifted, we are able to review the existing curriculum as we go through the documentation process and suggest specific strategies for modifying the curriculum according to current practice in the fields of curriculum and education of the gifted.
5. A system for reporting student progress. Specific reporting systems for the academic and fine arts component of the program were developed

through a cooperative effort of the evaluation and project staff. (See Appendix F).

6. An evlauation plan. The development of a complete evaluation plan should serve both as a guide for the implementation of the current evaluation project, but also will serve as a guide for continued evaluation efforts after the state funding has ceased.
7. A needs assessment for determining administrator attitudes and values concerning gifted and talented students and the current program. Results of this need assessment suggested that principals from feeder schools indicate that administrators do not have a clear perception of the philosophy and goals of the program or the needs of gifted students. The project staff also completed this questionnaire (See Appendix G). A comparison of the two teachers in the academic program show very close agreement, but a comparison of these teachers' responses to those of the administrators showed very little agreement on what is happening in the program of what would be happening. This clearly suggested a need for further inservice of personnel outside the project staff.

Other projected benefits to the program will include:

1. A set of validated and normed assessment tools to use in assessing the program.
2. Just as the current evaluation design offers a structure for future evaluation, the current curriculum development consultation offers the LEA a framework for future curriculum development.
3. An information base for program planning and development over the next few years.

Benefits to the SEA

As the funding source, the SEA should expect benefits from a project which are generalizable beyond the particular system which receives the funds. There should be several specific products associated with this cooperative effort which will be useful to other programs in the state (and perhaps programs in other states). Anticipated benefits to the state will include:

1. A guide for evaluating programs for the gifted and talented. Using this particular program as a model, a step-by-step guide to evaluation of such programs will be produced. This guide may be used by the SEA in guiding other programs through internal evaluation efforts.
2. A model project with complete documentation of program activities and curriculum The documented curriculum guide should be useful in guiding others who are in the process of developing programs in either the academic or fine arts areas.
3. A test of thinking process skills which assesses those skills commonly stated among the goals and objectives for programs for the academically gifted, and therefore, of use to many programs throughout the state.
4. Validation of other existing instruments which will provide useful data in the evaluation of other state programs.

Benefits to the University

1. As an institution which has masters and doctoral level programs in both evaluation and education of the gifted, this project provided training opportunities for students in working on curriculum development, test developments and program evaluation tasks.
2. It provided the faculty involved with the opportunity to work cooperatively across departments and to make contributions to their fields

through the products of the project enumerated above.

3. It provided faculty with an opportunity to investigate the relationships between theory and practice, and to improve communication between themselves and practicing professionals.

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APPENDICES

APPENDIX A: TEST OBJECTIVES FOR COGNITIVE ASSESSMENT INSTRUMENT

Analysis

a. to define a problem

b. to distinguish relevant from irrelevant information

c. to recognize stated and unstated assumptions

d. to select relevant hypotheses

e. to distinguish conclusions from supporting statements

f. to recognize ambiguity and contradiction

g. to recognize basic terms and interrelations

h. to identify motive, point of view, and bias

i. to recognize sequential relationships

Synthesis

l. to generate information to solve a problem

m. to formulate and modify hypotheses

n. to make valid implications based on information

o. to devise a set of abstract relationships

p. to organize a set of ideas

q. to formulate logical experiments

r. to adapt materials to different situations (analogy as a special case)

Evaluation

u. to identify appropriate criteria for evaluation

v. to make judgments based on comparisons with criteria

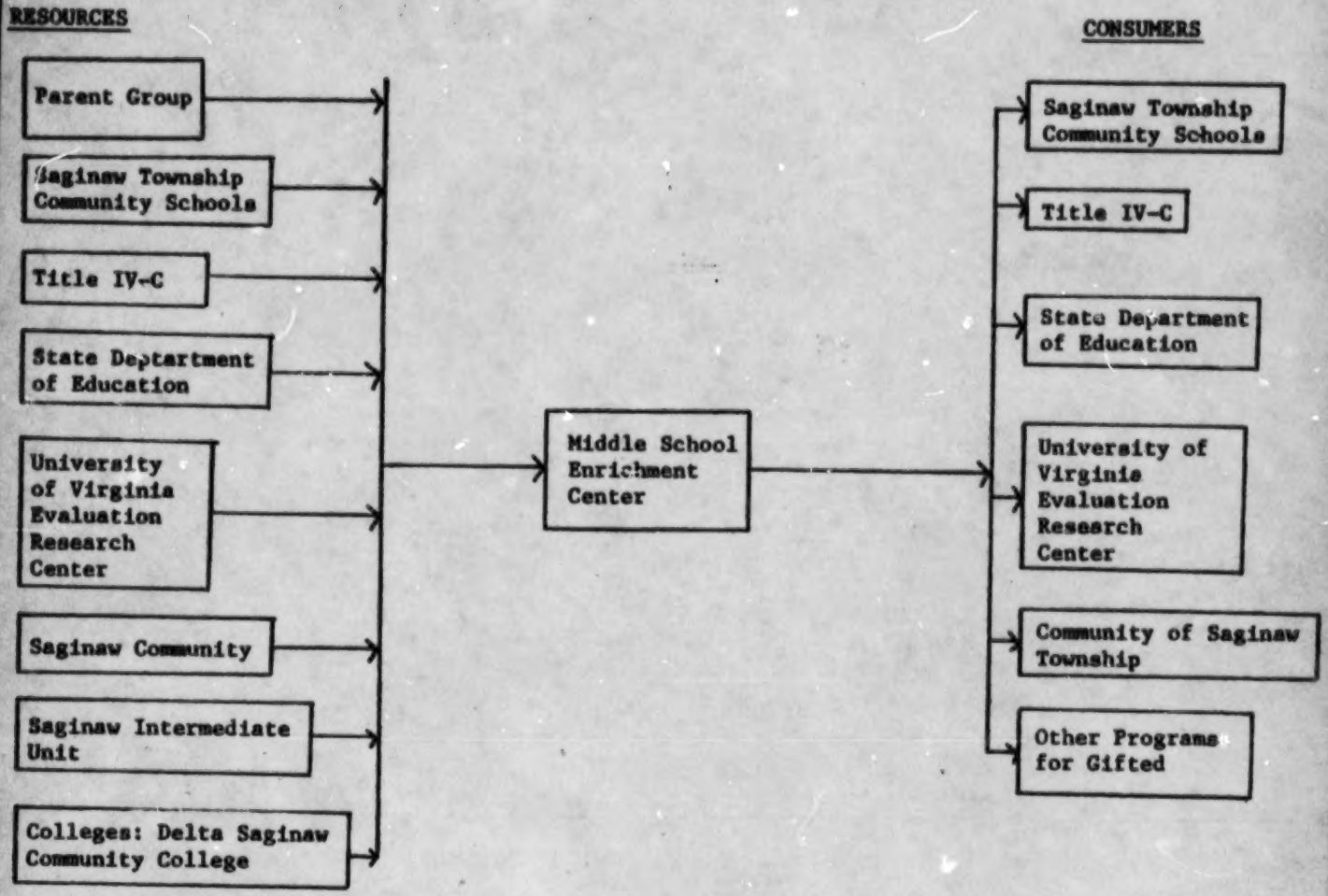
w. to detect fallacious reasoning

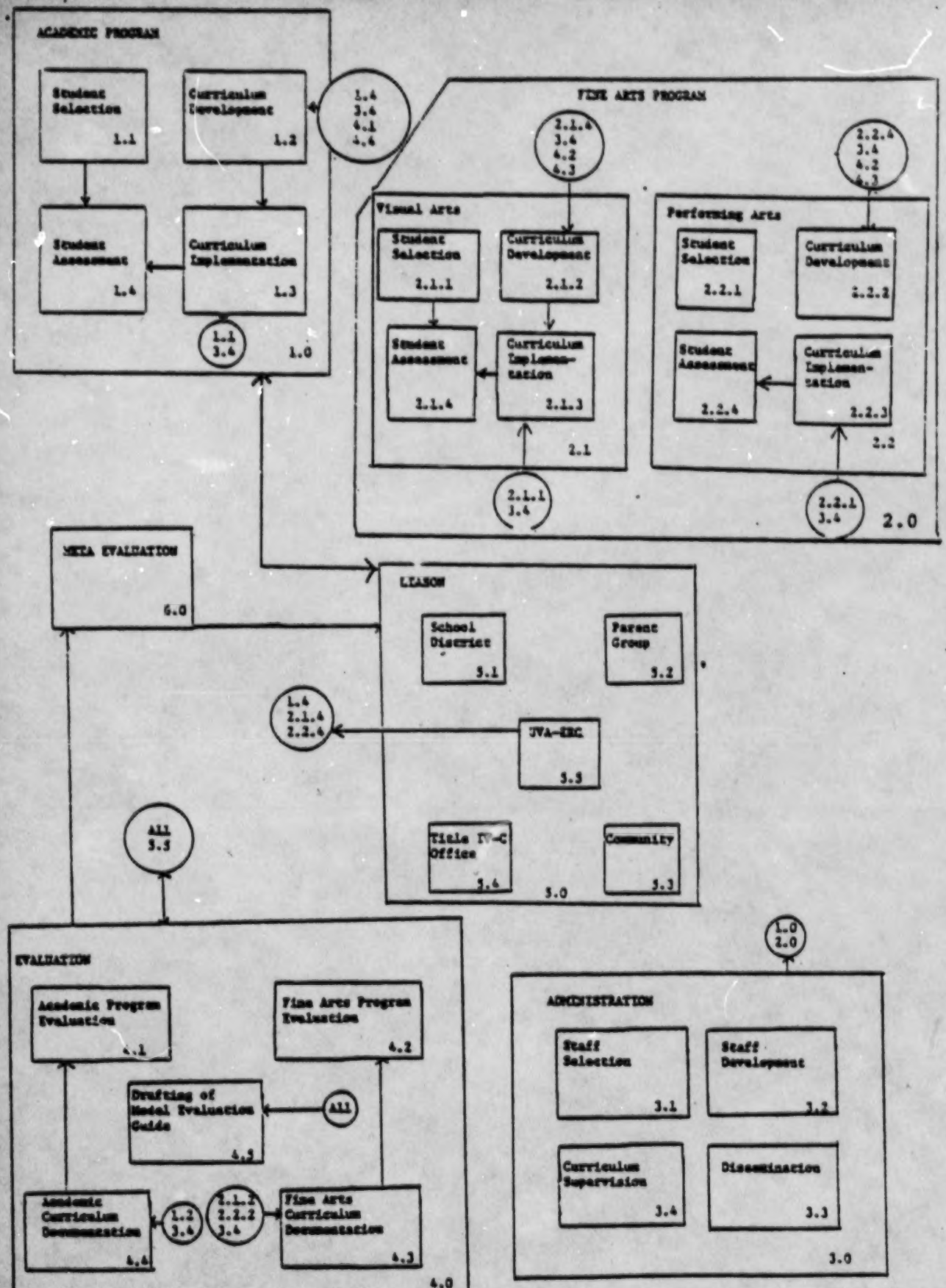
x. to judge whether information is reliable and valid

y. to separate rational from emotional reasoning.

APPENDIX B: PROGRAM DESCRIPTION

LEVEL I NETWORK




ACADEMIC PROGRAM
Student Selection 1.1
Curriculum Development 1.2
Student Assessment 1.4
Curriculum Implementation 1.3
1.0
FINE ARTS PROGRAM
Visual Arts
Student Selection 2.1.1
Curriculum Development 2.1.2
Student Assessment 2.1.4
Curriculum Implementation 2.1.3
2.1
Performing Arts
Student Selection 2.2.1
Curriculum Development 2.2.2
Student Assessment 2.2.4
Curriculum Implementation 2.2.3
2.2
2.0
META EVALUATION 6.0
LIAISON
School District 3.1
Parent Group 3.2
JVA-ERC 3.5
Title IV-C Office 3.4
Community 3.3
3.0
EVALUATION
Academic Program Evaluation 4.1
Fine Arts Program Evaluation 4.2
Drafting of Model Evaluation Guide 4.5
Academic Curriculum Documentation 4.4
Fine Arts Curriculum Documentation 4.3
4.0
ADMINISTRATION
Staff Selection 3.1
Staff Development 3.2
Curriculum Supervision 3.4
Dissemination 3.3
3.0

PROJECT NARRATIVE

MIDDLE SCHOOL ENRICHMENT CENTER

The Middle School Enrichment Center is a project receiving Title IV-C and local funds which serves gifted and talented middle school students from the three middle schools in Saginaw Township, Michigan. The Enrichment Center is housed in one of the middle schools and operates as a pull-out program with class groups of 12-15 selected students attending the Center for ½ day per week. The Project has a budget of approximately $130,000, is staffed by a project director, 3 half-time teachers, and a clerk-sectetary, and is supervised by an assistant superintendent.

One component of this project, a program for academically gifted students is in its third year of operation and currently serves a population of 150 middle school students identified as academically gifted using group I.Q. and achievement scores. Though the program uses subject matter content as raw material, the focus is not on acquisition of knowledge, but instead on increasing students' abilities to utilize the higher level thinking processes - analysis, synthesis, evaluation, and creative problem-solving. Other goals pertain to the affective domain in terms of values, understanding oneself and others, and self-directed learning.

This year, the Enrichment Center has been expanded to serve students identified as talented in the fine or performing arts. During this first year of operation, this program component is limited to visual arts and drama. Students are selected for participation in these programs through the use of locally developed identification instruments. Currently, the program is serving 120 students - 60 in drama and 60 in visual arts. The program goals are related to aesthetic appreciation and development of skills associated with various media.

Due to the lack of appropriate evaluation strategies and instruments for programs of this type, a third major thrust of the project is in the area of evaluation which is being handled through a sub-contract with the Evaluation Research Center of the University of Virginia. In response to perceived needs, the evaluation has been expanded to include certain curriculum development activities. The major goals in this are are curriculum development in the academic and fine arts areas leading to program validation, and development of instrumentation and an evaluation system for both areas leading to a Model Evaluation Guide. These evaluation activities are being monitored by a third party evaluator conducting a meta-evaluation.

LEVEL I

INPUT

Funding

Title IV-C Grant	$98,986
Local Support	29,874
UVA Donated Time	2,661

Staff

- 1 Project Director @100%
- 3 Teachers @50%
- 1 Clerk/Secretary @100%

Receptors

- 270 Students

Facilities

- Enrichment Center Room
- Office Space
- 2 Storage Rooms
- Art Room
- Auditorium

Instructional & Miscellaneous Supplies

Liason

- Saginaw Township Community Schools
- Title IV-C
- University of Virginia Evaluation Research Center
- Community Art and Drama Associations
- Parents' Group
- Meta-Evaluation Consultant

PROCESS

The Middle School Enrichment Center offers programs for those 5th through 8th grade students who have been identified as academically gifted and/or talented in fine and performing arts. Students from the three middle schools in the school district attend the Enrichment Center for one-half day per week where they engage in activities designed to meet their educational needs relative to their identified areas of giftedness.

In addition, a major effort is being made to design, develop and validate strategies for assessing program success through a sub-contract with the Evaluation Research Center of the University of Virginia by which a gifted/measurement/evaluation team works closely with local staff in the areas of curriculum development/documentation, instrument development and evaluation design. A third-party evaluator conducts a review of evaluation activities.

OUTPUT

Strategies for assessing student growth in the academic component.

Strategies for assessing student growth in the fine arts component.

Staff trained in curriculum development.

Students who have increased

- skills in higher level thinking processes.
- self-direction in learning.
- awareness of local and world-wide social issues.
- understanding of themselves and others.
- awareness of the relationship between values and actions.

Students who have increased

- skills associated with various media in the visual arts.
- ability in making aesthetic judgments.
- vocal and physical expressive abilities.
- awareness of the use and effect of costume and make-up.

Meta-evaluation of evaluation activities

LEVEL III

INPUTS	PROCESS	OUTPUT
Staff Project Director Visual Arts Teacher **Receptors** 60 Students **Facilities** Enrichment Center Room Art Room **Instructional & Miscellaneous Supplies & Equipment** **Liason** ERC Evaluation Team Community Art Associations	2.1 With the assistance of the ERC Evaluation Team acting as curriculum consultants, and the Project Director, a curriculum for each grade level is developed and documented. The program is devided into three major sessions progressing from simple to complex in terms of media. Each session includes some exposure to content such as history or other artists' works but emphasizes active, participatory studio experience. Students selected from middle school students who express interest in the program attend the Enrichment Center for one-half day per week in class groups of 12 to 15 students. Student progress is reported to parents, students and "home base" teachers.	Students who have increased - skills in recognizing design elements. - abilities to make aesthetic judgments. - skills associated with various media. Portfolios of student works. Documented curriculum based on program goals suitable for replication. Student progress reports.

LEVEL II

INPUT	PROCESS	OUTPUT
Staff Evaluation Consultant Materials Documentation of project evaluation activities	6.0 A third- party evaluator conducts a review and evaluation of project evaluation activities.	Meta-evaluation of project evaluation activities.

LEVEL II

INPUT	PROCESS	OUTPUT
Staff Assistant Superintendent Project Director Clerk/Secretary Visual Arts Teacher Dramatic Arts Teacher Facilities Office Space Miscellaneous Supplies& Equipment Liasons Saginaw Public Schools Title IV-C Office UVA-ERC Community art & drama associations Parents' Group	5.0 The Project Director conducts liason work with the three middle school principals and the District Curriculum Council, the Parents' Group, and through the assistant superintendent, the State Title IV-C office relative to grant continuation. The fine arts teachers maintain liasons with community association in their respective areas. In addition, regular communication is maintained with UVA-ERC relative to curriculum development and evaluation activities.	Project support from the various liasons. UVA-ERC assistance in curriculum development and evaluation activities

LEVEL II

INPUT	PROCESS	OUTPUT
Staff Assistant Superintendent Project Director Project Teachers Facilities Office Space Miscellaneous Supplies & Equipment Liason ERC Evaluation Team	4.0 The evaluation activities are conducted through a sub-contract with the Evaluation Research Center of the University of Virginia who is providing an evaluation team to work closely with the project staff. These activities consist of the development and validation of the academic curriculum, the development of a fine arts curriculum, the evaluation of the academic and fine arts programs, and the drafting of a Model Evaluation Guide.	Validated academic curriculum. Fine arts curriculum. Academic program evaluation. Fine arts program evaluation. Model Evaluation Guide in draft form.

LEVEL II

INPUT	PROCESS	OUTPUT
Staff Project Director Clerk/Secretary Assistant Superintendent Facilities Office Space Storage Rooms Miscellaneous Supplies & Equipment	3.0 Under the direct supervision of the assistant superintendent, the Project Director performs administrative duties which include selection of project staff and arranging of professional development activities for them. The Project Director is responsible for the dissemination of project information to district staff, parents, and community members. In addition, the Project Director supervises curriculum development, documentation, and implementation including maintenance of the Enrichment Center and acquisition of resources necessary for implementation.	Selected and trained staff. Informed district staff, parents, and community members. Curriculum development supervision/ Efficiently and smoothly implemented program.

LEVEL II

INPUT	PROCESS	OUTPUT
Staff Project Director Visual Arts Teacher Dramatic Arts Teacher **Receptors** 120 Students **Facilities** Enrichment Center Room Art Room Auditorium **Instructional & Miscellaneous Supplies & Equipment** **Liason** ERC Evaluation Team Community Art & Drama Associations	2.0 During this first year of operation, the fine arts program consists of visual arts and dramatic arts components which serve separate groups of 60 students in each component.	Students who have increased - skills associated with various media in the visual arts. - ability in making aesthetic judgments. Students who have increased - vocal and physical expressiveness. - awareness of the use and effect of costume and make-up.

LEVEL II

INPUT	PROCESS	OUTPUT
Staff 1 Project Director 1 Teacher **Receptors** 150 Students **Facilities** Enrichment Center Room **Instructional and Miscellaneous Supplies and Equipment** **Liason** UVA-ERC Evaluation Team	1.0 With the assistance of the UVA Evaluation Team acting as curriculum consultants and the Project Director, a curriculum for each grade level is developed and documented. The curricula are organized as follows. The program is devided into 4 to 6 topical units with each unit sub-divided into 4 or 5 parts, each of which begins with a general introduction and proceeds to a variety of activities from which students choose one or more to pursue in breadth or depth. Students are selected from all middle school students in the district and attend the Enrichment Center for one-half day per week in class groups of 12 to 15 students. Student progress is reported to parents, students and "home-base" teachers.	Documented curricula based on program goals suitable for replication Student progress reports. Students who have increased - skills in higher level thinking processes. - self-direction in learning. - awareness of local and world-wide social issues. - understanding of themselves and others. - awareness of the relationship between values and actions.

APPENDIX C: SUPPLEMENTAL DESCRIPTION OF EVALUATION ACTIVITIES

APPENDIX C

SUPPLEMENTAL DESCRIPTION OF EVALUATION ACTIVITIES

The proposal for this grant is unique in its focus on the evaluation of an existing program rather than the generation of an entirely new instructional program. That is, the products and processes of these activities will not be directed at bringing about child and/or teacher change, but rather they focus on the construction and validation of instruments, evaluation designs, curricula and reporting procedures. Therefore, the traditional format for reporting the activities of the planning phase and projecting the implementation activities is not sufficient for describing the activities to be carried out in the evaluation component of the Saginaw grant. We thus offer this supplemental outline of the major products and the process for developing those products. During the planning phase (not complete until August 31, 1979) a complete program analysis will be completed in order to elaborate upon the general plan for the three year implementation phase. At this point, the following products and activities have been identified:

Development of an Evaluation Design for both existing and new components of the Saginaw program for gifted and talented students

Preparation of a Validated and Normed Assessment Instrument for Measuring Critical Thinking in grades 5 - 8

Preparation of Validated and Normed Assessment Tools for assessment in the Fine and Performing Arts in grades 5 - 8

Development of a Model Program Development and Curriculum Guide for the Intellectually Gifted in grades 5 - 8

Development of a Model Program Development and Curriculum Guide for the Talented in the Fine and Performing Arts in grades 5 - 8

Development of Unit Tests to Accompany Curricular Units

Five major products have been identified during the planning stage as the focus for the first year's activities.

(1) An Evaluation of the Existing Program for the Intellectually Gifted

(2) An Evaluation of the Proposed Program for the Talented in Fine and Performing Arts

(3) A Program Document and Curriculum Guide for the Program for the Intellectually Gifted

(4) A Program Document and Curriculum Guide for the Program for the Talented in the Fine and Performing Arts

(5) A Draft of a Model Evaluation Guide

Each of these major products is comprised of numerous activities: art-products and descriptions of the specific activities, rationale and product outcomes for each are included in the sections which follow.

Evaluation of the Existing Program for the Intellectually Gifted

The general rationale for the activities in this component has been given in original proposal. The specific activities to be carried out during the first year of the project are outlined below.

I. Program Analysis (to be complete by August, 1979)

- A. Analysis of Existing Documents
- B. Analysis of Data Collected 1977-1979
- C. Site Visits
- D. Product = Written Description of Current Program Including History

II. Evaluation Design (to be complete by August, 1979)

- A. Pre-post comparison on instruments in III-A, III-B
- B. Post test control group comparison on instruments in III-A and III-B
- C. Attitude surveys
- D. Product = Evaluation Plan for 1979-82

III. Development of Instrumentation (trial instruments complete by August, 1979)

A. Instrument to Measure Child Progress in Critical Thinking Skills

B. Instrument to Measure Child Self-perceptions (e.g., independence, relationship to other gifted, awareness and acceptance of talents)

C. Parent Perceptions

D. Teacher Perceptions

E. Administrator Perceptions

IV. Refinement and Validation of Selected Instruments from III

A. Assessment of Critical Thinking Skills

1. Pilot Test of Items (pre test) for Saginaw students

a. Calculate item analysis data (difficulty, discrimination, ambiguity, etc.)

b. Assess internal consistency

c. Assess equivalent forms reliability

d. Refine instrument and administer as a post test

e. Collect IQ (grs - 8) and Ross Test (grs 5 & 6) data for use in construct validation

2. Assess Content Validity of Instrument - Expert opinion

3. Control Group Validation on Refined Instrument

a. Identify matching populations of intellectually gifted students (one in a gifted program, one not in a gifted program)

b. Administer refined instruments as a post test

c. Administer Ross Test (grs 5 & 6)

d. Gather data on IQ, achievement

e. Assess equivalent forms reliability, internal consistency

f. Assess convergent/discriminant validity

4. Draw up plan for the collection of norm group data in 1980-81

5. Prepare a final "ready-to-go" instrument and administration manual = product

B. Child self-perception instrument

1. Same procedures as above (except substituting appropriate measures for construct validation and eliminating equivalent forms reliability

C. Attitude Survey Forms

1. Assess internal consistency and content validity as appropriate

V. External Expert Validation of ID procedures, curriculum and program

VI. Collect evaluation data, analyze data

VII. Prepare a final report

Evaluation of the Fine Arts Component

The rationale for this aspect of the evaluation is much the same as one noted in the earlier proposal with one significant additional consideration, i.e., tools for assessing achievement in the fine arts are even scarcer than those for measuring critical thinking skills and will require by their very nature the consideration of unique and more creative assessment. The plan for the evaluation of this component will be very similar to the plan for evaluating the existing program for the intellectually gifted students with one notable difference - timing. That is, the existing program has its goals and objectives identified and has a program in place. The new program is not clearly defined nor is the curriculum developed. Therefore, program analysis will be a major focus of the academic year and instruments will only be in tryout form by June, 1980.

I. Program Analysis (to be complete by June, 1980)

A. Analysis of Developing Program (including an analysis of such factors as characteristics of successful instructors, etc.)

B. Site Visits

C. Product = Written Document Describing the Existing Program and Its Development

II. Evaluation Design

A. Post testing on Pilot Instrument (see III-A below)

B. Post test Control Group Comparison on Self-perception Instrument (see III-B under Evaluation of Existing Instrument)

C. Attitude Surveys

D. Product = Evaluation Plan for 1979-1982

III. Development of Instrumentation

A. Development of several alternative strategies for measuring achievement in the fine and performing arts (by January, 1980)

B. Parent Perception Instrument

C. Teacher Perception Instrument

D. Administrator Perception Instrument

E. Community Instructor Instrument

F. Self-Perception Instrument (as in III-B in Evaluation of Existing Program)

IV. Refinement and Validation of Instruments in III above

A. Achievement in the Fine and Performing Arts

1. Assessment of inter-rater reliability, internal consistency of proposed strategies (Because we are likely to rely on video tape, audio tape, product and performance assessment as well as paper and pencil knowledge this will be crucial.)

B. Same Procedures will be used for III: C - G as in Evaluation of Existing Program

V. Collect Evaluative Data, Analyze and

VI. Prepare Final Report

Preparation of Program Descriptions and Curriculum Guides for Both Components of the Project

One intended outcome of the evaluation efforts is the validation of a program which can be usefully disseminated. This relies heavily on the documentation of the program - a task, often neglected by the staff of programs for the gifted due to their lack of training in program analysis, systems description writing

IV. Collect Missing Elements in Existing Data

V. Prepare Curriculum Guide in Conjunction with Project Staff

Draft of Evaluation Manual

Many programs for the gifted find themselves unable to produce valid and credible evidence of their effectiveness to funding agencies. This shortcoming seriously jeopardizes the existence of these programs. This project offers the opportunity to provide guidelines to those seeking to evaluate their programs in an efficient yet justifiable fashion through an ongoing example. The evaluation manual will document the evaluation process in a step-by-step fashion giving rationale and guidelines for its use plus the instrumentation described in the preceding pages. It will also provide the current Saginaw Township project with the means to carry on an inexpensive, continuous monitoring of its own program and to demonstrate to others how evaluation can be carried on by local personnel with a minimum of consultative time. During the first year an outline of the process of completing the first year's activities will be drawn up with sample work pages and instrument development guidelines provided.

and curriculum development. It is therefore proposed that the evaluation team also play a substantial role in aiding the project in the compilation of the information needed to document the program. Because this team will be intimately familiar with the program as part of the evaluation effort, they will be in a position to work with the staff in producing those documents most useful in dissemination efforts.

Although this task might be reasonably classified as program development rather than evaluation, the proposal to include such efforts under the services provided by the evaluation team is justified on the following grounds. First, the evaluation team will be conducting a program analysis in order to determine an evaluation design and thus will be in a position to describe what has been done in the past, current activities and new developments. A particularly fine opportunity exists within the fine arts program to document these new activities such as the selection and appropriate criteria for selection of teachers/masters from the arts community. Second, classroom teachers have little or no training and experience in curriculum writing and documentation and community arts people can hardly be expected to be at all familiar with such tasks. Thus, these individuals need training in the appropriate record keeping and the synthesis of teaching ideas into a curriculum. The evaluation team on this project has had experience in these areas and will provide the necessary training, record keeping, instrumentation and feedback in the development of the curriculum. Finally, even though teachers in a program may be effective in demonstrating their activities or in using them for instruction, they usually do not have the skills and/or time to engage in the organization and production of curricular materials while engaged in full-time positions. Thus, a package could be produced which can be demonstrated by the teachers and circulated even more widely to those unable to visit the program. Because materials such as these are rare for the middle school

age level child for both the area of intellectual giftedness and fine arts, these materials should have widespread usefulness. It has been repeatedly noted that even well-funded gifted programs are unlikely to undertake such tasks and produce such documents without considerable outside support and guidance.

These points should not mask the usefulness of these activities to the Saginaw Township program itself. It should not go unnoted that a document which describes the program, its goals and objectives, the activities which might contribute to the achievement of the goals and objectives as well as ways of evaluating achievement of those goals will be invaluable to an ongoing program. Too often a good idea or activity disappears after its use because of lack of an organizational structure for saving it and incorporating it into the curriculum. A new teacher to a program is often faced with constructing an entirely new curriculum because the old curriculum left with the former teacher. Our goal will be to train teachers in: (1) developing such a structure; (2) recording their activities as part of the structure and (3) demonstrating this process to others.

Frankly, in order for a successful program and curriculum to be in its most usable form, there must be a written record which is organized and concise. A series of notes and random documents require much interpretation and can often prove too cumbersome for ready understanding. Our function will be not only to aid in the efforts of the staff to provide a clear, useful document but also to get external validation of the usefulness of the document. The steps in the process are given below. The process will be carried out with each component of the programs.

I. Review Existing Program Documents and Lesson Plans

II. Developing and Organizing Structure in Cooperation with the Staff

III. Develop Format for Collecting Data for Curriculum Development and Train Staff in Its Use

WORK PLAN

III-1 INTRODUCTION

The evaluation team will write and validate a test of critical thinking skills for the academic program.

The evaluation team will write and validate a measure of self-perception for students in the academic program.

The evaluation team will write and produce unit tests for the academic curriculum.

The evaluation team, in conjuction with the project staff, will develop a format for reporting student progress.

The evaluation team will develop a format for organizing a curriculum.

The evaluation team will develop a blueprint/outline for a model Evaluation Manual.

III-2 TASKS

The following tasks have been determined as being those of major importance in meeting the objectives stated above:

Evaluation of the Existing Program for the Intellectually Gifted.

The general rationale for the activities in this component has been given in the original proposal. The specific activities to be carried out during the first year of the project are outlined below:

I. Program Analysis (to be complete by August, 1979)

- A. Analysis of Existing Documents
- B. Analysis of Data Collected 1977-1979
- C. Site Visits
- D. Product = Written Description of Current Program Including History

II. Evaluation Design (to be complete by August, 1979)

- A. Pre-post comparison on instruments in III-1.
- B. Post test control group comparison on instruments in III-1.
- C. Attitude surveys
- D. Product - Evaluation Plan for 1979-82

III. Development of Instrumentation (trial instruments complete by August, 1979)

A. Instrument to measure Child Progress in Critical Thinking Skills
B. Instrument to Measure Child Self-perceptions (e.g., independence, relationship to other gifted, awareness and acceptance of talents)
C. Parent Perceptions
D. Teacher Perceptions
E. Administrator Perceptions

IV. Refinement and Validation of Selected Instruments from III-1

A. Assessment of Critical Thinking Skills
   1. Pilot Test of Items (pre test) for Saginaw students
      a. Calculate item analysis data (difficulty, discrimination, ambiguity, etc.)
      b. Assess internal consistency
      c. Assess equivalent forms reliability
      d. Refine instrument and administer a post test
      e. Collect IQ (grades 5-8) and Ross Test (grades 5-6) data for use in construct validation
   2. Assess Content Validity of Instrument - Expert opinion
   3. Control Group Validation on Refined Instrument
      a. Identify matching populations of intellectually gifted students (one in a gifted program, one not in a gifted program)
      b. Administer refined instruments as a post test
      c. Administer Ross Test (grades 5-6)
      d. Gather data on IQ, achievement
      e. Assess equivalent forms reliability, internal consistency
      f. Assess convergent/discriminant validity
   4. Draw up plan for the collection of norm group data in 1980-81
   5. Prepare a final "ready-to-go" instrument and administration manual = product
B. Child self-perception instrument
   1. Same procedures as above (except substituting appropriate measures for construct validation and eliminating equivalent forms reliability)

C. Attitude Survey Forms
   1. Assess internal consistency and content validity as appropriate

V. External Expert Validation of ID procedures, curriculum and program.

VI. Collect evaluation data, analyze data

VII. Prepare a final report

Evaluation of the Fine Arts Component

The rationale for this aspect of the evaluation is much the same as one noted in the earlier proposal with one significant additional consideration, i.e., tools for assessing achievement in the fine arts are even scarcer than those for measuring critical thinking skills and will require by their very nature the consideration of unique and more creative assessment. The plan for the evaluation of this component will be very similar to the plan for evaluating the existing program for the intellectually gifted students with one notable difference - timing. That is, the existing program has its goals and objectives identified and has a program in place. The new program is not clearly defined nor is the curriculum developed. Therefore, program analysis will be a major focus of the academic year and instruments will only be in tryout form by June, 1980.

I. Program Analysis (to be complete by June, 1980)

A. Analysis of Developing Program (including an analysis of such factors as characteristics of successful instructors, ect.)
B. Site Visits
C. Product = Written Document Describing the Existing Program and Its Development

II. Evaluation Design

A. Post testing on Pilot Instrument (see III-A below)
B. Post test Control Group Comparison on Self-perception Instrument (see III-B under Evaluation of Existing Instrument)
C. Attitude Surveys
D. Product = Evaluation Plan for 1979-1982

III. Development of Instrumentation

A. Development of several alternative strategies for measuring achievement in the fine and performing arts (by January, 1980)
B. Parent Perception Instrument
C. Teacher Perception Instrument

D. Administrator Perception Instrument
E. Community Instructor Instrument
F. Self-Perception Instrument (as in III-B in Evaluation of Existing Program)

IV. Refinement and Validation of Instruments in III above

A. Achievement in the Fine and Performing Arts
1. Assessment of inter-rater reliability, internal consistency of proposed strategies (Because we are likely to rely on video tape, audio tape, product and performance assessment, as well as paper and pencil knowledge, this will be crucial.)
B. Same Procedures will be used for III:C-G as in Evaluation of Existing Program

V. Collect Evaluative Data, Analyze and:

VI. Prepare Final Report

Preparation of Program Descriptions and Curriculum Guides for Both Components of the Project

I. Review Existing Program Documents and Lesson Plans

II. Developing and Organizing Structure in Cooperation with the Staff

III. Develop Format for Collecting Data for Curriculum Development and Train Staff in Its Use

IV. Collect Missing Elements in Existing Data

V. Prepare Curriculum Guide in Conjunction with Project Staff

Draft of Evaluation Manual

Many programs for the gifted find themselves unable to produce valid and credible evidence of their effectiveness to funding agencies. This shortcoming seriously jeopardizes the existence of these programs. This project offers the opportunity to provide guidelines to those seeking to evaluate their programs in an efficient yet justifiable

fashion through an ongoing example. The evaluation manual will document the evaluation process in a step-by-step fashion giving rationale and guidelines for its use plus the instrumentation described in the preceding pages. It will also provide the current Saginaw Township project with the means to carry on an inexpensive, continuous monitoring of its own program and to demonstrate to others how evaluation can be carried on by local personnel with a minimum of consultative time. During the first year an outline of the process of completing the first year's activities will be drawn up with sample work pages and instrument development guidelines provided.

APPENDIX D: ACTIVITY CARD FORMAT

APPENDIX D:

ACTIVITY CARD FORMAT

		Date Used
Unit _____	Level _____	_____
	Focus:	
Objectives	Resources Materials:	Activity Teacher:
	Persons:	Students:
	Facilities:	
Precedding Activity:		Estimated Time
Following Activity:		_____
Coments/Changes:		

APPENDIX E: SAMPLE ACTIVITY CARDS FOR FINE ARTS

APPENDIX E: SAMPLE ACTIVITY CARDS FOR FINE ARTS)

Unit: Reader's Theater and Voice Level: All Date: week of Jan. 21

Focus: Individual Interpretations

Objectives	Activity	Resources
1. Develop technical & expressive vocal skills 2. Analysis & interpretation of various forms of literature	Teacher: Provides collection of appropriate material. Provides guidance in selection of material & alternative interpretations. Student: Selects material. Prepares and presents oral interpretation.	Printed materials Reproduction

Preceding activities: Vocal exercises
Following activities: Reader's theater
Comments:

Time: 15 min each day for 4 days, 1 hr. fifth day.

Unit: Photography Level: 7,8 Date(s): _____

Focus: Visual Contrast

Objectives	Activities	Resources
1. Recognition of contrast as a design element 2. Skill in recognizing & enhancing visual contrast	Teacher: Introduces conepts of visual contrast & provides examples Student: Takes and processes photographs illustrating visual contrast	Cameras, film Darkroom Examples of visual contrast

Preceding Activities: Darkroom techniques, camera techniques
Following Activities: Subject matter contrast (emphasized by visual contrast)

Time: 1 hour each of 2 days

Comments

Date _____ Time Alloted _____ Grade _____

General Goal:
(Instrumental Objectives)

Specific Goal:
(Behavioral Objectives)

Procedure:

A. Motivation

B. Leading Questions

C. Activities

Teacher Preparation:

Materials:

Evaluation:

APPENDIX F: ART AND DRAMA EVALUATIONS

Art Student Evaluation

Name _____ School _____

Date _____ Grade _____

I. Skills/Abilities	little or no progress				a great deal of progress
Development of drawing abilities	1	2	3	4	5
Development of craftsmanship	1	2	3	4	5
Development of design concepts	1	2	3	4	5
Development of ability to make aesthetic judgments	1	2	3	4	5
Development of ability to create and respond to media	1	2	3	4	5
Development of technical skills	1	2	3	4	5

II. Effort/Attitude	never				always
Works up to potential	1	2	3	4	5
Demonstrates (ability to concentrate) (task commitment)	1	2	3	4	5
Shows pride in own work	1	2	3	4	5
Produces work outside of class	1	2	3	4	5
Is eager to participate in activities	1	2	3	4	5

_____ _____

Teacher's signature Student's signature

Drama Student evaluation

Name _____ School _____

Date _____ Grade _____

I. Development of Skills:	Seldom	-	-	-	Often
Inventiveness - Creativity	1	2	3	4	5
Imagination	1	2	3	4	5
Communication	1	2	3	4	5
Concentration	1	2	3	4	5
Craftsmanship	1	2	3	4	5
Group Relations - Cooperation	1	2	3	4	5
Body Awareness - Coordination	1	2	3	4	5
Memory	1	2	3	4	5
Observation	1	2	3	4	5
Self Assurance	1	2	3	4	5
Mime Activities	1	2	3	4	5
II. Effort and Attitude:					
Extent to which he applied him/herself in creative activities	1	2	3	4	5
Eagerness to take part	1	2	3	4	5
Expression in creative activities	1	2	3	4	5
Ability and willingness to contribute to group activities	1	2	3	4	5
Working up to potential	1	2	3	4	5
Enthusiasm for dramatic activity	1	2	3	4	5
Sensitivity to creative stimulation	1	2	3	4	5

Teacher's signature _____ Student's signature _____

APPENDIX G: PROGRAM PLANNING SURVEY

APPENDIX G

PROGRAM PLANNING SURVEY

Prepared by

Carolyn M. Callahan, University of Virginia

Michael S. Caldwell, University of Virginia

INTRODUCTION

As part of an effort to evaluate the Saginaw Enrichment Center program for gifted and talented students, we are interested in ascertaining the degree to which various groups of individuals have been informed about the goals and implementation of the program. Furthermore, we are trying to assess the degree to which there is general agreement among these groups as to what the program should be. Your cooperation in this effort will be greatly appreciated.

This instrument actually has two parts. In Part I you will be asked to respond to a series of statements according to your own personal knowledge of various aspects of the program. This is not a test of your competence in any way, but rather a means of assessing communication between the program and you. Part II will require you to state your opinion about what should be or what you would like to include as part of the program for gifted students. Your opinion need not agree with stated goals and objectives of the program.

Please complete the instrument in the following manner:

I. Read the instructions for Part I found on page 2 very carefully and complete all items relating to your knowledge of the program. It might be helpful to tear page 2 from this booklet to keep beside the answer sheet as you complete Part I.

II. Now read the directions for Part II found on page 3 and complete this section relating to your opinion. Again, it may be helpful to tear out page 3 and keep it beside the answer sheet while you complete this section.

All items should be answered on the enclosed answer sheet.

PART I

DIRECTIONS: On pages 4 - 6 of this booklet you will find statements which represent ideas about or descriptions of definitions, goals, and objectives for programs for gifted and talented students, procedures for identifying these students, or teaching strategies and evaluation procedures. In this section of the questionnaire we wish for you to indicate to the best of your knowledge whether or not the statement reflects an idea which is consistent with the program for gifted and talented students in Saginaw.

Each statement is preceded by two numbers, one of which is in parentheses. For Part I, disregard the number in parentheses and mark the number of your answer sheet which corresponds to the first number. After you have read each statement blacken the space on the answer sheet according to the directions.

Mark A if to the best of your knowledge this statement is inconsistent with the policy of the program for gifted and talented students in Saginaw.

Mark B if to the best of your knowledge the program in Saginaw has no position relative to this statement.

Mark C if to the best of your knowledge this statement is consistent with but not emphasized in the Saginaw program for gifted and talented students.

Mark D if to the best of your knowledge this statement represents an integral part of the Saginaw program for gifted and talented students.

Mark E if you do not know the position of the Saginaw program for gifted and talented students relative to this statement.

Please read each statement carefully. It may be helpful for you to tear this page from the booklet and place it beside the answer sheet as you respond to items 1 - 55.

After you finish items 1 - 55, please go to the directions for Part II found on the next page.

PROGRAM PLANNING SURVEY STATEMENTS

1 (56) One of the major goals of the Saginaw Enrichment Center for Gifted and Talented Students is the development of skills in self-evaluation.

2 (57) Gifted students can be taught more effectively when grouped with other gifted children than when heterogeneously grouped.

3 (58) Gifted children make greater progress when placed in special gifted classes than when they remain in their regular classes for special instruction.

4 (59) Providing for gifted children within the regular classroom takes up too much of the regular classroom teacher's time.

5 (60) Analytical thinking and problem solving skills constitute the central focus of the gifted program.

6 (61) The school has to be concerned with the fundamental learnings and skills for all children and not with special programs for students with outstanding abilities and needs.

7 (62) Children who have not mastered basic skills should be excluded from the Saginaw Enrichment Center for Academically Gifted Students.

8 (63) The Saginaw definition of giftedness relies on demonstrated achievement rather than potential.

9 (64) Gifted students require programs beyond those normally provided by the regular school program of Saginaw County.

10 (65) It is more important that gifted students master basic skills than it is that "normal" students master basic skills.

11 (66) Gifted students are high achievers.

12 (67) The quantity of work which gifted students are expected to produce is typically greater than for the "normal" population of students.

13 (68) Gifted students tend to be more socially responsible in terms of being able to work independently.

14 (69) Academically gifted students are above average in all areas of academics.

15 (70) Gifted students require more rather than less individual attention from teachers.

16 (71) Any student with an IQ of at least 130 on a group IQ test will be automatically selected for the academic program for gifted students.

17 (72) Factors of independence, maturity, motivation, and self-discipline are considered before students are allowed to participate in the Enrichment Center.

18 (73) The most important kind of ability to consider in a gifted program is intellectual or mental ability.

19 (74) Special modifications have been made in the identification procedures to accommodate culturally different groups of children.

20 (75) A strong enough teacher recommendation can qualify a student for placement in the Saginaw Enrichment Center.

✓21 (76) Students who miss regular classroom work are required to make up that work.

22 (77) One of the primary thinking processes used by students in the Saginaw Enrichment Center is generalization.

23 (78) One of the primary thinking processes used by students in the Saginaw Enrichment Center is interpretation.

24 (79) The application level of Bloom's Taxonomy is emphasized by the Saginaw Enrichment Center.

✓25 (80) This objective is appropriate for academically gifted students: The student will be able to predict consequences of certain changes in the environment.

26 (81) This objective is appropriate for academically gifted studetns: The student will be able to develop category systems for a given set of objects.

✓27 (82) This objective is appropriate for academically gifted students: The student will be able to translate information from cartoon form to written form.

28 (83) Classroom objectives for gifted students should be the same as for "normal" students except that gifted students will be expected to achieve more of those objectives and at a faster pace.

29 (84) The accomplishment of higher level thinking objectives in a given content area is dependent upon mastery of the lower level thinking processes.

30 (85) The negative effects of pulling gifted students out of the regular classroom and grouping them in special sections and/or classrooms are greater than any positive benefits which might be realized from this practice.

31 (86) Grouping for specific subject matter study is the most appropriate alternative for students with specific aptitudes.

✓32 (87) Critical thinking is a major objective of the Saginaw Enrichment Center.

33 (88) The major goal of the Enrichment Center is to extend activities of the regular classroom.

✓34 (89) Opportunity for independent study is an integral part of the Saginaw Enrichment Center.

✓35 (90) The development of creativity is an objective of the Saginaw Enrichment Center.

✓36 (91) Values clarification activities are appropriate activities for the Enrichment Center.

37 (92) The "Great Books Program" is an important part of Enrichment Center Activity.

38 (93) Teachers of the gifted should be required to attend in-service training focusing on the eduation of the gifted on a regular basis.

39 (94) Instructional materials for gifted students need not be different from those used by other students, but gifted students can be expected to interact with the materials at higher levels of intellectual functioning.

40 (95) Too many supplies are used in a gifted program and denied to the other children.

41 (96) Instructional materials for gifted students should focus upon the development of higher order cognitive skills.

42 (97) Units for the Enrichment Center are interdisciplinary in scope.

43 (98) Students in the Enrichment Center learn research skills.

44 (99) Students who qualify for both the academic and fine arts program may attend both programs.

45 (100) The task outlined below is appropriate for use with gifted and talented students: Design an animal for a pet from parts of extinct animals.

46 (101) The task outlined below is appropriate for use with gifted and talented students: Modify a recipe for use by a diabetic.

47 (102) The task outlined below is appropriate for use with older gifted and talented students: Validate the need for a winter vacation.

48 (103) The task outlined below is appropriate for use with gifted and talented students: Classify foods by basic food groups.

49 (104) The provisions made within the Enrichment Center are sufficient to meet the needs of gifted children.

50 (105) The curriculum for gifted and talented students should focus on process rather than product.

51 (106) The program for academically gifted students in Saginaw includes teaching students about Bloom's Taxonomy and the thinking processes of analysis, synthesis and evaluation.

52 (107) The role of the teacher in working with gifted students changes focus - from a provider of information and superivsor of activities to that of a counselor and facilitator.

53 (108) Within the context of a TAG program the focus of student evaluation is on the process rather than the product.

54 (109) Standards (both in terms of quality and quantity) should be set higher for gifted students than for "normal" students.

55 (110) Reporting student progress (i.e., grades and report cards) for gifted students should be different from the student progress reports for "normal" students.

PART II

DIRECTIONS: For items 56 - 110 you will be asked to reread the same statements that you responded to in Part I except that this time you will be asked to state your feelings about the appropriateness of the ideas presented for a program for gifted and talented students in Saginaw. Please respond openly with your opinions.

In this section, please go back to the first statement on page 4. You will begin marking your answer sheet at number 56 which corresponds to the number in parentheses preceeding that item. For each statement blacken in the space on the answer sheet which corresponds to the number in parentheses preceeding the statement. Respond according to the description given below which best represents your feelings.

Mark A if it is your opinion that the ideas implied by this statement should not be incorporated into the Saginaw program for gifted and talented students.

Mark B if it is your opinion that the ideas implied by this statement are appropriate for the Saginaw program for gifted and talented students but should receive only minor emphasis.

Mark C if in your opinion the ideas implied by this statement should be stressed in the Saginaw program for gifted and talented students.

You may find it helpful to tear out this page to keep beside the answer sheet as you complete items 56 - 110.